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ATN!

ALL TOGETHER NOW



Relationships

Providing quality care and education for all children



A publication of

Partnerships for Inclusion

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Editor's Notes

Every summer, when my anniversary date with Partnerships for Inclusion rolls around, I reflect on how we've changed during my tenure. One of the most obvious differences is our reliability on technology. We depend on email and websites for so much of our information these days. This was brought home to me recently when I visited with older friends who don't use computers. The man wasn't complaining, he was merely pointing out the obvious, "We don't get all the information on the news anymore. We're just told to go to a certain place on the internet to find out more."

I notice that we're doing that with *ATN!* too. In several places we've offered you places to look for more information. I hope this information is helpful to you. We are very careful to check every site before printing its URL.

As always, I am excited about this issue of our magazine, and I hope you'll find many things pertinent to your work. Thank you for your feedback, your questions, and your interest. Have a great fall!

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Sounds on the Playground

It's 10:30 AM, playground time! The great outdoor adventure begins at the FPG Family and Child Care Program. As the classroom door opens, a group of children filled with excitement come running to the giant green fence where mysterious sounds and shadows are moving. By peeking through the fence, the young detectives uncover the mystery that there will be a music center, called the Music Hut, and it is being built. The anticipation and speculation about the Music Hut grows over the next few months until the final grand opening. The children and teachers are invited to explore the new equipment with a special introduction by the music therapist who uses the puppet Babette, songs, and musical games. Under the huge green canopy the children find a Chinese wind gong, six drums in different sizes, a cymbal, a mini cabasa, three sound tubes made of PVC pipes of different lengths, one marching drum, and an ocean drum. All instruments are donated from West Music and local musicians.

The Music Hut was designed by an architect at UNC and built by employees of the campus carpentry shop. The instruments are located on a 10'x 8' long hardwood deck and are wheelchair accessible.

Wooden beams, steel arches and plexiglas walls are used to attach the instruments, and the result is both functional and visually pleasing. Design and construction meet the guidelines of playground safety regulations. (See more photos of the FPG Music Hut, at www.fpg.unc.edu/~atn).

The Music Hut is integrated in the Sound Path that structures the playground through six musical stations via a path looping around the playground. The Sound Path was originally designed to support the independent locomotion and development of a child with visual impairments. With the addition of the Music Hut, the daily playground adventure is further enhanced and expanded with more opportunities for making music.

Opportunities for all

The child care schedule involves large blocks of time in outdoor play. To ensure the time spent on playgrounds promotes the development of all children, adaptations and support may be needed for children with special needs. Creating a more accessible and meaningful playground through musical equipment supports children's needs for developmental stimulation, especially of children with disabili-



**by Petra Kern,
Dipl. Sozpaed.,
MT-BVM, MT-BC;
Sherri Marlette,
BS, B-K Licensure;
& Amanda Snyder**

Petra is a research scholar at the FPG Child Development Institute and a doctoral candidate of the University Witten-Herdecke, Germany.

Sherri and Amanda are preschool teachers at the FPG Child Development Institute of UNC-Chapel Hill.



The canvas over the Music Hut is the umbrella when we pretend that it rains. Another child would imitate the rain sounds by playing the cymbal with her finger tips.

When children cooperate to move the ocean drum, they hear the sounds of breaking waves.



ties. The Music Hut is designed to provide opportunities to socialize, develop sensory-motor and cognitive skills, support self-expression and communication skills, create games, and benefit from the enjoyment of music. The instruments are easy to play and provide high motivation for all children to engage and interact with peers. Music crosses cultural lines and facilitates non-verbal communication, and children from different backgrounds and language skills can participate. Both typically developing children and children with disabilities can create, enjoy, and learn as they engage with the instruments and each other at the Music Hut.

Meaningful moments

- ▶ Keegan runs across the playground and hits the gong, just like he saw it in an Asian movie.
- ▶ Tierney sits under the cymbal and shouts, "Want to see my umbrella?" and listens to Annie play the rain tropes.
- ▶ Sloan shows her talent as a singer. She pretends that her drum stick is a microphone and sings, in a soulful voice, pop songs she heard on the radio. Her classmates are the band and they join in with the instruments.
- ▶ Max shouts excitedly, "Cool! This is like an aquarium," while lying under the ocean drum watching the beads flowing from one side to the other.
- ▶ Conner imitates Petra's rhythm on the marching drum and gives her a big smile when she repeats it for him.
- ▶ Sarah plays the gong with the big boys and joins in the song "If you're happy and you know it play the gong."
- ▶ Ali hits the drum and sings with dedication, "Row, row, row, the boat gently down the stream. Merrily, merrily, merrily, merrily, life is like ice cream."
- ▶ Brandon stands on the xylophone and moves rhythmically to Petra's drumming and sings, "yah yah, ba ba, bo bo." It doesn't take a minute until others run over and join in the hip sounds.
- ▶ Max says, "My favorite instrument is the cymbal, because you can play very loud."
- ▶ DeMarcus runs straight to the Music Hut and plays the drums intensely, an activity he requested from his teachers the whole morning when in the classroom.

Making friends

Based on the child's interest, teachers and therapist use the motivational factor of the Music Hut to implement specific IEP goals in the context of the daily playground routine. At the FPG Family and Child Care Program it is common practice to implement special interventions in the context of ongoing activities and routines to minimize the stigma and isolation of the child with special needs, and to take advantage of naturally occurring learning opportunities.

A music therapy intervention was conducted for four children with autism spectrum disorder. Children with autism have a delay in understanding social relationships, which results in a lack of cooperative play and peer interaction. A goal of intervention was to increase the frequency of their interactions with peers and to engage in meaningful play on the playground. The goals were embedded in songs composed by the music therapist for the intervention and sung by the teachers and peers using the instruments in the Music Hut. For instance children practiced taking turns by handing over a drumstick to a peer to play the drums or by learning acceptable touches—holding hands, tickling, hugging, or patting.

Carmen, a typically developing five-year-old girl, shows Ben, diagnosed with autism, how to sign (using American Sign Language), “You and I, we make music” and guides him to the cymbal. By imitating her, Ben gets an understanding of the concept of “you, I and we,” as well as how to play the cymbal. He sings with a big smile on his face, “play the cymbal.” Both end the song by signing, “I liked making music with you.”

Justin and Phillip, both diagnosed with autism, hold hands and run across the playground. Destination: Music Hut. Both are playing the gong enthusiastically and singing, “I want to play the gong with you.” Justin wants to know if this song is called “Phillip’s Groove” and jumps joyfully up and down when his teacher verifies it. Next, Phillip initiates dancing and sings, “I want to dance with you, I want to dance with you.” He takes Justin’s hand and spins around with him. His eyes are sparkling and Justin says, “This is my favorite part.” When leaving the Music Hut, the friends give each other a big hug, sign thank you, and wave good-bye.

The natural interest children have in music, the freedom inherent in outdoor play, and the engagement that comes from being creative have established the Music Hut as an environment for learning, excitement, meaningful play, and, last but not least, joy and fun. We hope to continue integrating and expanding the wonderful opportunities afforded by the Music Hut to engage children, families and others in a variety of both therapeutic and creative activities. **ATN!**



Feeling the music is especially important for some children with special needs. Vibrating instruments, such as the gong, let them enjoy music through another sense.

Want to know more?

Music therapy is an established health profession that uses music to address physical, psychological, cognitive, behavioral and/or social functioning. A music therapist uses music as a tool to reach non-musical goals such as developing self-awareness, confidence, coping skills, social behavior, perception, relaxation, orientation, concentration, emotional expression, self-esteem, communication, integration, and creativity.

Research on Music Therapy

- ▶ Aldridge, D. (1996). *Music Therapy Research and Practice in Medicine: From out of the silence*. London, England; Bristol, PA: Jessica Kinsley Publisher.
- ▶ Kern, P. & Wolery, M. (2001). Participation of a preschooler with visual impairments on the playground: Effects of musical adaptations and staff development. *Journal of Music Therapy*, 38, pp. 149-164
- ▶ Warwick, A. (1995). Music therapy in the education service: Research with autistic children and their mothers. In T. Wigram & B. Saperston & R. West (Ed.), *The Art & Science of Music Therapy*, pp. 209-225. Chur, Switzerland: Harwood Academic Publishers.

Making a Music Hut

- ▶ Ask your local music store, musicians or band leaders for used drums, cymbals and small percussion instruments. Attach them with nylon ropes to wooden posts. Use wooden dowels as drum sticks.
- ▶ Find materials in the hardware store that sound good, such as copper or PVC pipes of different lengths. Attach them to the trunk of a tree. Different lengths create different sounds. Use a strong string to suspend the pipes between two metal braces. Screw the braces into a tree trunk. Strike the pipes with a dowel.
- ▶ Bend metal rods to triangles and hang them from the branches of a tree. Different sizes produce different sounds. The wind will activate them, but a metal mallet attached to the triangles will allow children to ring the triangles, too
- ▶ Get three galvanized pails of different sizes. Turn them over and attach them with a rope between wooden posts. This instrument can be activated by pounding on the pail bottoms with hands or dowels.

Research to Practice for Deaf/Hard of Hearing



**by Rosalyn
Proctor, PhD**

Rosalyn is a co-director of CENTe-R at UNC-Greensboro.

A new website is available for professionals, child care providers and parents concerned about children who are deaf or hard of hearing. CENTe-R (Collaborative Early Intervention National Training e-Resource) is a new project funded by the US Department of Education, Office of Special Education Programs to develop web-based resources and training modules for professionals serving families with infants and toddlers who are deaf and hard of hearing.

This site, found at <http://center.uncg.edu> (notice, there's no "www" in this URL) features internet resources, articles, books, and national connections to support professionals and families.

National mandate

Recent passage of the Newborn Infant Hearing Screening Act of 1999 promises earlier identification of infants who are deaf and hard of hearing. The Joint Committee on Infant Hearing (2000) stated that infants and toddlers who are deaf and hard of hearing and their families should receive intervention by the time the child is six months of age.

Historically, children with hearing loss exhibit delays in their language and social development. Detection of hearing loss during infancy followed by appropriate intervention enables these children to attain reading and academic achievement levels equal to those of their hearing peers. Accordingly, appropriately preparing personnel to serve infants and toddlers who are deaf and hard of hearing and their families is critical. In response to this need, CENTe-R goals are to:

- Develop a program of study focusing on the acquisition of professional standards in the areas of child development, communication, socialization, cognition, cultural sensitivity, medicine and technology.
- Partner with state agencies, medical communities, parent organizations, professional and advocacy groups, colleges and universities.
- Develop, field-test, and disseminate web-based modules in early intervention for pre-service professionals.
- Establish ongoing training activities via on-site, distance education, and consultation.
- Provide an electronic and print media clearinghouse featuring topics in early intervention and hearing loss.



While cente-r's website is designed for professionals, its content and format are totally family friendly.

CENTe-R's mission is to provide training and resources while honoring multiple perspectives on deafness, recognizing strengths of children and families, and acknowledging the desire of professionals to acquire unique expertise. In support of this mission, families and nationally recognized professionals—representative of various perspectives on deafness and early intervention are involved in the development of CENTe-R resources. Groups of these professionals and parents have met over the past year to identify and select national training standards in legislation, families, infant-toddler development, communication, assessment, technology, teams, and ethics and professionalism.

CENTe-R will release the first training modules in the areas of Infant/Toddler Development and Early Intervention this winter.

Parent/Provider input

CENTe-R staff is eager to receive your feedback about the site and to respond to inquiries through the "Contact Us" button. In addition, website submissions for tips are invited. Professionals, caregivers, providers, and parents have the opportu-

nity to submit tips and to share their expertise with other visitors to the website. Upon submission, tips are reviewed, posted, and highlighted in the "Advice and Answers" portion of the site.

Drs. Mary V. Compton, Judith Niemeyer, and Edgar Shroyer, principal investigators for the grant, received funding to begin CENTe-R operations in January 2001. Rosalyn Proctor, PhD and Anne McNally, MS serve as directors of CENTe-R located at the University of North Carolina-Greensboro.

CENTe-R staff includes an adult who is hard of hearing, an adult child of a deaf parent, parents, and other professionals involved in deafness and early intervention. Partners and experts who advise CENTe-R have been chosen from across the nation and represent deaf/hard of hearing individuals, parents of young children, and adults with hearing loss.

Because it is a primary goal of CENTe-R to offer a clearinghouse of information to professionals serving families with infants and toddlers who are deaf or hard of hearing, the site will change frequently. So, we invite you to visit often! **ATN!**

Website Tip

How can a family increase visual cues for their baby who has been newly identified as deaf or hard of hearing?

Families naturally interact with infants in many bonding and stimulating ways. The enjoyable activities caregivers do daily with babies can easily include visual aspects.

- ▶ Gently move your hand in front of the baby to get her attention.
- ▶ Get close, be at eye level, and look directly at the baby when talking to him.
- ▶ Point to household objects and people when they are making sound.
- ▶ Use brightly colored toys with movement, texture, and varied types of noise.
- ▶ Talk, laugh, sing, clap, and babble while holding the baby so she can watch you.
- ▶ Use natural gestures and animated expressions when interacting with her.
- ▶ Keep rooms well lit when the baby is awake so he can see what is happening around him.
- ▶ Avoid standing with light behind your face as baby then can't see expressions.
- ▶ Respond to the many ways your baby tells you what she wants and feels.

Celebrate how your beautiful baby is growing and learning every day. As parents do these types of activities they can also begin exploring information about hearing loss with other families of young children who are deaf or hard of hearing and choosing informed non-biased professionals to work with them.

Touching Relationships



by Joan Kennedy, MSW, CIMI, LMT

Joan works as a pediatric massage therapist for the Developmental Evaluation Center in western NC. She has worked with children and families since 1980.

Massage is a gentle form of communication between a caregiver and an infant. Touch is the first sense to develop in humans and it is vital for healthy growth and development. It is as important as food to a baby. In fact, we have known for many years that touch is important to a baby's very survival.

At the Touch Research Institute at the University of Miami, there is a preschool for children ages six months to five years. Massage is an integral part of the curriculum in which each child receives a daily 15-minute massage. According to their research, the children are "more alert, more responsive, and able to sleep more deeply." Additionally, the research has proven that massage has many benefits including the facilitation of the release of food-absorption hormones that help premature babies gain weight.

When a baby is anxious about new child care surroundings, massage can be a helpful way to establish a calming and trusting relationship. Massage affects digestion,

congestion, sleep, irritability, and more. These hints may help in beginning a massage routine for relaxation for any child.

- Pick a time when the activity level in the classroom is low (story time, or before a nap).
- Adjust the sound in the room so it is quieter.
- Dim the lights.
- Position the child to allow for relaxation (on a mat or your lap).
- Use a gentle but firm touch, with a slow, rhythmic movement.
- Try rocking if you're holding the child.
- Focus on legs, feet, arms, and hands; moving down the body.
- Use slow movements when stroking down the back for relaxation
- Remember, it takes only a few moments to see a change!

All babies, including those with traumatic or complex medical histories, can benefit from massage. As an example, some babies may have stiffness in their arms, legs, or back, or suffer with painful gas or constipation. In the beginning of massage they may seem leery of handling because of past negative experience with medical procedures. Through gentle massage, the



Choose a time and place where
an infant feels comfortable
when initiating massage.

baby begins to allow for longer periods of touch and begins to trust the caregiver and the world in general as a caring place that brings relief from pain and discomfort. This is evident by the infant's response.

Obviously, as part of the massage process, the caregiver must be able to recognize the baby's cues or language. For example, a red face turning away is language that may be saying, "I'm not ready," but pink skin with good eye contact says, "I'm ready for more." If these cues are respected, the caregiver soon finds that the baby is able to release tension due to the trust that has become a part of their relationship. This, combined with her other physical needs' being met, makes for a positive, warm relationship.

The Massage: Birth to Three Project, through the Developmental Evaluation Center in Western North Carolina is a grant-funded program through Smart Start. It provides specialized services for families of infants with special needs including home-based, one-on-one instruction in infant massage based on the individual needs of the baby and family. It also provides training to child

care providers of these infants to allow for more confident care.

Since its inception in 1999, the project has served more than 200 families and infants with a variety of special needs in a seven-county region. With agency referrals, massage instruction has become a standard part of intervention services provided by the DEC.

To find more information on massage instruction in your area, contact the International Association of Infant Massage at 800.248.5432. For a full listing of research citations from the Touch Research Institute at the University of Miami (FL), visit their website at www.miami.edu/touch-research/index.html. **ATN!**

Selected Citations

Cigales, M., Field, T., Hossain, Z., Pelaez-Nogueras, M. & Gewirtz, J. (1996). Touch among children at nursery school. *Early Child Development & Care*, 126, 101-110.

Field, T., Harding, J. Soliday, B., Lasko, D., Gonzalez, N., & Valdeon, C. (1998). Touching in infant, toddler & preschool nurseries. *Early Child Development and Care*, 98, 113-120.

Field, T. (1999). Massage therapy: More than a laying on of hands: *Contemporary Pediatrics*, 16, 77-94.

Hart, S., Field, T., Hernandez-Reif, M., & Lundy, B. (1998). Preschoolers' cognitive performance improves following massage. *Early Child Development & Care*, 143, 59-64.



Vera Goes to the Dentist

by Vera Rosenberry
Henry Holt
ISBN 0-8050-6668-3

Going to the dentist can be challenging for adults; going for the first time was horrific for young Vera. First, she had to wait while her two older sisters saw him. She did like being in the high chair—it made her feel very tall. It wasn't bad when the dentist checked her teeth. But then, when he brought a whirring machine on a long handle toward her mouth, Vera had enough. She wasn't prepared for the cleaning. Out! Out of the office! Vera led everyone—dentist, technician, mom, sisters—on a chase around the block. Of course, Vera learns that the dentist is a very nice man. And the dentist learns that first-timers need a little preparation for the strange encounters they'll find in his office.



First Art: Art Experiences for Toddlers and Twos

by MaryAnn F. Kohl
with Renee Ramsey and Dana Bowman
Gryphon House
ISBN 0-87659-222-1

At last, here's a book with activities that don't need modifications for toddlers. With chapters like "Primarily Paint" and "Hands on Dough" and "Sticky Business," the authors have covered all the bases and they've done it with recipes, ideas, and techniques that will revive your art program. Whether you're a new mother facing her child's first play date or a veteran teacher "who's seen it all," there's something great for you in the pages of this friendly art book.



Hello, Hello!

by Miriam Schlein
illustrated by Daniel Kirk
Simon & Schuster
ISBN 0-689-83435-7

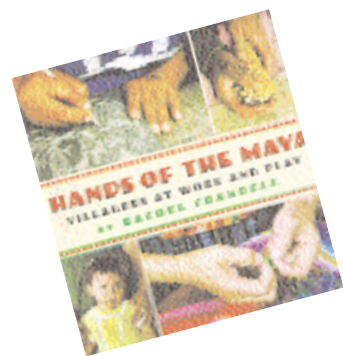
If you value a quiet, staid environment for children, you probably won't want to read this charming book. On first reading, the children will giggle, but with subsequent readings, they'll giggle, imitate, and make raucous noises. Schlein gives the words and phonetic spellings to the ways animals greet each other, and Kirk's oil paintings illustrate exactly how they punctuate their hellos. From lions, zebras, and elephants in the jungles to polar bears and penguins in the arctic, the examples are many. Youngsters will revel in knowing (and demonstrating) the ways wild animals say Hello, Hello!



My Big Brother

by Valorie Fisher
Atheneum
ISBN 0-89-84327-5

Little sisters often idolize their big brothers, but few write a book about them. One little sister gets to show just how special her brother is with delightful photos taken from a baby's view finder. The simple text explains why, sometimes, the pictures are a little fuzzy. Babies, older siblings, and adult readers will enjoy this look at family life.



Hands of the Maya: Villagers at Work and Play

by Rachel Crandell
Henry Holt
ISBN 0-8050-66687-X

Elementary school teacher Crandell spent several months (and many rolls of film) living and visiting in Mayan villages. Her experiences come alive in vivid photographs. Each spread in the book offers a story: One scene shows an event with a bit of explanatory text. On the opposite page is a close-up illustrating a specific in the story and featuring someone's hands. Building a house, gathering firewood, playing music, washing—anything in daily life is worthy of a story. This is a wonderful opportunity to visit a place quite different.



Feelings

by Jenny Miglis
photographs by
John E. Barrett
illustrations by
Jenine Pontillo
Simon Spotlight/Nick Jr.
ISBN 0-689-84843-9

With the help of a delightfully diverse crop of babies, everybody's favorite blue dog showcases the faces of emotions. With the repeated readings that this sturdy board book will enjoy, little ones will soon be mimicking the expressions and actions shown here. It's never too early to talk about feelings, and this is a delightful way to start.



It's Okay to Be Different

by Todd Parr
Little, Brown
ISBN 0-316-66603-3

Throwing away the "one size fits all" theory, Parr addresses the differences in people and validates them by saying, "it's okay." His cheerful illustrations will make children laugh at their absurdities, and at any fears they might have about being different—having wheels, missing teeth, feeling proud, or losing mittens. Parr assures readers it's even okay to have an invisible friend!



God Bless America

words and music by Irving Berlin
illustrations by Lynn Munsinger
HarperCollins
ISBN 0-06-009788-4

A delightful bear family leads us on a journey across America, celebrating our country as they go. They cheer as firemen, policemen, and construction workers march in a Fourth of July parade, and stand respectfully at the Lincoln monument. Camping in the mountains and walking through prairie hay fields with their father, the two little bears see firsthand how diverse our countryside can be. After a full chorus of visiting landmarks, the family comes full circle to "home sweet home." Words and music to the song are included, as well as a CD recording by Barbra Streisand.

by
Molly Weston

To check out books
reviewed in
All Together Now!
contact
Clara Hunt
NC Early
Intervention Library
517 West Fleming Dr.,
NC School for the Deaf
Morganton NC 28655
828.432.5970
email
ncei.library@ncmail.net

Mark your calendar! Children's Book Week is November 18–24.

September 17

- ▲ Building Connections Pre-K to K TSB2

September 18

- ▲ A Family Guide to Second Step TPB3
- ❖ Creating Emotionally Safe Learning Environments for Children

September 19

- Getting Families Involved in Early Intervention
Greenville
Eastern AHEC 252.816.5228

September 24

- ▲ Building Connections Pre-K to K TOB4

September 24–25

- Inclusive Classroom Strategies: Caring for Children with Challenging Behaviors
Greenville
Dave Sanel 919.843.8041

September 25

- ❖ Effective Teacher/Child Communication

Sept. 25, Oct. 2 & 9

- ▲ Teaching 3-, 4-, & 5-Year-Olds with Challenging Behaviors TPB5

September 26

- ❖ What Sexuality Means to a Child

October TBA

- Orientation to Early Intervention
Meryl Murphy 336.334.5601

October 2

- ❖ Why & How Children Play

October 3

- ▲ A Guided Observation of the Demonstration Preschool at Project Enlightenment TDB6
- ❖ The Psychology of Extremely Gifted Children

October 3–4

- Needs, Dreams, & IFSPs
Morganton
Clara Hunt 828.430.5970

October 9

- ❖ Effective Parent/Teacher Relationships

Oct. 9, Nov. 13, Jan. 8, Feb. 12, Mar. 12

- ▲ Early Childhood Directors' Forum TPB7

October 10

- ❖ Effective Parent/Teacher Relationships

October 12

- ❖ Approaching Discipline & Aggression Constructively

October 14

- ▲ A Family Guide to Second Step TPB8

October 15, 22, & 29

- ▲ More Than the ABCs...Helping 3-, 4-, & 5-Year-Olds Be Literacy Successful TPB9

October 16

- ❖ Multicultural Issues & Effective Teaching

Oct. 16, 23, 30, & Nov. 6

- ▲ Let's Build on WORD TWB10

October 17

- ▲ A Guided Observation of the Demonstration Preschool at Project Enlightenment TDB11

October 17

- ▲ Flannel Board Fun TPB12
- ❖ The Advantages & Hazards of Creativity in Early Childhood

October 23

- ▲ Creating a Caring Community TPB13

October 24

- ▲ The NC Museum of Natural Sciences as a Resource for Early Childhood Professionals TOB14
- ▲ Using Sign Language to Enrich Literacy & Language With 3–5 Year Olds TPB15
- ❖ Touchpoints: Enhancing the Parent/Child Relationship

October 30

- ▲ A Guided Observation of Infants & Toddlers TOB16

November TBA

- Needs, Dreams, & IFSPs
Raeford
Rita Jenks 910.486.1605
- Needs, Dreams, & IFSPs
Greenville
Sherry Franklin 252.328.2938

November 1

- ▲ A Guided Observation of the Demonstration Preschool at Project Enlightenment TDB17

November 7

- ❖ Sibling Rivalry & Relationships*

November 8

- Autism in Toddlers & Preschoolers: Implications for Communication Intervention
Greensboro
Greensboro AHEC 336.832.8025

November 12

- ▲ The Kids Are Here! What Do I Plan? TPB18

November 14

- ▲ A Guided Observation of the Demonstration Preschool at Project Enlightenment TDB19
- ▲ Reflections on Curriculum for Toddlers & 2s TPB20
- ❖ Effective Teacher/Child Communication

November 18–24

- Children's Book Week

November 21

- School Age Children with Special Needs
Fayetteville
LaLisa Hewitt Robinson 910.678.7293
- ❖ Parenting & Teaching Young Children with Autism

December 2–3

- Leo M. Croghan Conference
Raleigh NC
Wake AHEC 866.641.1814 or 919.350.8547

December 3

- ▲ Setting Up Learning Environments for Toddlers & Twos TPB21

December 4

- ▲ A Guided Observation of Infants & Toddlers TOB22
- ▲ Learning to Read & Write: Pre-K Emergent Literacy TPB23

December 5

- ▲ Coaching Social Skills TPB24

December 10-12

Improving the Quality of Early Childhood Programs:
PFI's Model of On-Site Consultation

Chapel Hill

Sabrina Tyndall 919.966.7174

December 11

Update on Psychopharmacology in Children

Fayetteville

LaLisa Hewitt Robinson 910.678.7293

December 12

❖ Social & Emotional Kindergarten Readiness*

December 13

▲ A Guided Observation of the Demonstration
Preschool at Project Enlightenment TDB25

January 9

▲ Reading Aloud with 3- & 4-Year-Olds TPB26

❖ Helping a Child Develop a Healthy Conscience*

January 14

▲ Sharing Music & Movement with 3-, 4-, & 5-Year-
Olds TPB27

▲ Sharing Music & Movement with Toddlers & 2s TPB38

January 15

▲ A Guided Observation of Infants & Toddlers TOB29

January 15, 22, & 29

▲ Teaching 3-, 4-, & 5-Year-Olds with Challenging
Behaviors TPB30

January 16

▲ A Guided Observation of the Demonstration
Preschool at Project Enlightenment TDB31

▲ The Spirited Child: Understanding the Spirited Child
TPB32

January 16

❖ Recognizing & Responding to Child Maltreatment

January 18

❖ Does This Child Have AD/HD? What Then?

January 21

Evaluation of Young Children with Complicated
Developmental Disabilities

Greensboro AHEC 336.832.8025

▲ What's New in Early Childhood? TPB37

Jan. 27, Feb. 3, 10, 17, & 24

▲ Let's Build on WORD TW38

January 23

▲ Spirited Child: Dealing with Strong Emotions TPB33

❖ Why & How Preschool Children Play

January 30

▲ Spirited Child: Strategies for Promoting Positive
Behavior TPB34

▲ A Guided Observation of the Demonstration
Preschool at Project Enlightenment TDB39

February TBA

Orientation to Early Intervention

Southern Pines

Rita Jenks 910.486.1605

February 6

▲ Spirited Child: Teaching Social Skills TPB35

February 13

▲ The Spirited Child Bridging the Gap Between
Home & School TPB36

February 4-6 & March 4-5

Trauma & Loss in Children

Fayetteville

LaLisa Hewitt Robinson 910.678.7293

February 6

❖ The Impact of Divorce & Other Losses on a Child

February 11

▲ Finger Play Fantasy for Toddlers & 2s TPB40

Feb. 19, 26, & March 5

▲ Exploring Sensory Integration TPB41

Feb. 20 & 27

▲ Tricks of the Trade: Making Learning Centers
Exciting TPB42

February 21

▲ A Guided Observation of the Demonstration
Preschool at Project Enlightenment TDB43

Feb. 25 & March 4

▲ Art as a Process, Not As A Product TPB44

February 27

▲ Puppet Pals TPB45

❖ Supporting the Adopted Child

March 6

▲ Managing Toddlers & 3s without Saying No or
Stop TPB46

❖ Helping Children Develop Healthy Self-Esteem*

March 13

▲ A Guided Observation of the Demonstration
Preschool at Project Enlightenment TDB47

Mar. 25, Apr. 1 & 8

▲ Beyond Story Stretchers TOB48

March 26

▲ Issues & Solutions for Preschool & K Classrooms
which Include Spanish-Speaking Children TSB49

March 27

▲ A Guided Observation of Infants & Toddlers TOB50

❖ Childhood Bereavement

April 2

▲ Circle Time: Come Join in...for Teachers of 3-, 4-,
& 5-year-olds TSB51

April 3

▲ Using the Discovery Room at the NC Museum of
Natural Sciences TOB52

April 10

▲ A Guided Observation of the Demonstration
Preschool at Project Enlightenment TDB53

Useful Web Sites

Charlotte AHEC www.cltahec.org

Division TEACCH www.teacch.com

Early Childhood Link at UNC www.cdl.unc.edu/link/trainmenu.htm

Early Childhood Low Incidence NetworkK (LINK) www.ec-link.org

Exceptional Children's Assistance Center www.ecac-parentcenter.org

Family Support Network of North Carolina fsnnc.med.unc.edu

North Carolina Partnership for Children www.ncsmartstart.org

Parent Training &
Information Center www.ecac-parentcenter.org/

Smart Start www.calsplus.net/ncpc

TelAbility www.TelAbility.org

US Consumer Products Safety Commission www.cpsc.gov

Wake AHEC www.wakeahec.org

❖ Cary, Lucy Daniels Center for Early
Childhood 919.677.1400

▲ Raleigh, Project Enlightenment
919.856.7774

• Training events are subject to change.

• Call the contact number before
attending any training events.

• To add your event to this calendar,
contact
Molly Weston 919.966.0059
FAX 919.966.0862
molly_weston@unc.edu

Almost Mayberry

by
Molly Weston

You wait here—and if a policeman comes, tell him your daddy is crippled and he'll be right back." Nobody would ever leave a five-year-old alone in a car in downtown Raleigh these days, but when I was a child back in the fifties, I was proud to wait in that fire zone while Daddy went in the hardware store to pick up something he couldn't get in Apex.

Those happy days we all enjoy on TV weren't always kind to people with disabilities, but my dad made the best of the times and of his rheumatoid arthritis. Not only were there no handicapped parking places, there were no special concessions at all for anybody with disabilities. People in our small town, however, knew our car and we were allowed to park at will. Certain seats in our church were unofficially reserved so that Daddy had a clear view of the preacher without having to twist in his seat.

Drawn to a sitting position, he used a crutch and a walking stick to help him walk—and to reach things and to pull things, and to rescue things.

As part of therapy when undergoing rehabilitation, a doctor suggested that he might enjoy making things. Daddy started with a few woodworking tools while he and Mother traveled around the state for her to finish her teaching degree in summer schools, and by the time they were settled in Apex, his therapy had grown to a full-sized workshop. In fact, the workshop building came before their first house so that the carpenters would be able to access his tools.

I can still see Daddy squatted down on his haunches holding the rope to the pulley to let down the ladder to the loft where he stored extra plywood. With the rope held in one hand, he'd use his crutch to move the hook that held the ladder in place. With that released, he'd gently let the ladder down and scamper up for supplies.

In the summer time, the shop's tin roof offered little protection from the North Carolina heat. Daddy had ropes and pulleys on all the windows and he'd use his walking stick to tilt a notched piece of molding to hold the open window in place. Around the shop and house, he made it a point never to take a

step unnecessarily. Every tool had its place, every tool was in its place, and that place was near where it was used. And a five-year-old made a good helper in putting things back when they were displaced!

Putting tools away and watching for policemen weren't my only jobs—I also watched for cars when turning onto the highway. Because Daddy's arthritis had totally fused his spine, he couldn't turn his head to look. He used a succession of mirrors—outside and two rear views—when he drove alone, but if anyone was with him, the person riding “shotgun” checked for traffic coming from the right. I was so confident that I was in charge of when we could pull into the stream of traffic that it never occurred to me in later life to ask if he really took the word of a five-year-old! But then, it was the fifties in small town North Carolina. Maybe he did.

Why am I telling you all these things? The lessons learned, literally at my father's knees, have stayed with me over the years and are now part of my personal life. I arrange my workplace so that things are where I need them—my dictionary at work is just behind



Daddy and Mother on their fiftieth wedding anniversary.

my desk where it's easy to look up that obscure word. My style manual is on the shelf nearby so I can reach it without leaving my chair. At home, the everyday glasses are in the cabinet near the sink and the dishwasher to eliminate unnecessary steps.

Because I was charged with responsibility early, I gained confidence in myself and my abilities. Because I saw my dad figure out ways to make his life easier, I have become a problem-solver: I know how to streamline tasks.

I would submit that every child who grows up around someone who is differently abled will learn many of these same life skills and be glad of these experiences later. I would further argue that the more differences a child experiences, the more she learns—and the easier she adapts.

Our family and friends never looked on Daddy as having a disability or even being different. He was just Daddy. Whenever anyone commiserated with him about his condition, he would lean back in his chair (or on his crutch and stick) and look the person squarely in the eye. “I wouldn't trade my body for yours!” he'd say emphatically. Aghast, the person would inevitably ask, “You wouldn't?” “No,” Daddy would reply, with a gleam in his eye, “I know what's wrong with my body. I don't know what's wrong with yours!”

Times have certainly changed since I served as lookout while parked in a fire zone, but the attitude of changing things that can be changed and accepting the others has served our family well over the years. **ATN!**

Community Forums

Voices for Change

What's the story on all of these forums PFI is sponsoring across the state? Does my community need to sponsor one? What are they, anyway?



by Rhodus Riggins, Jr.

Rhodus is an inclusion specialist in PFI's central region. He lives in Chapel Hill and works from the Carrboro office.

Each year Partnerships for Inclusion provides resources, financial support, and consultation to assist communities in conducting early childhood forums on inclusion and transitions.

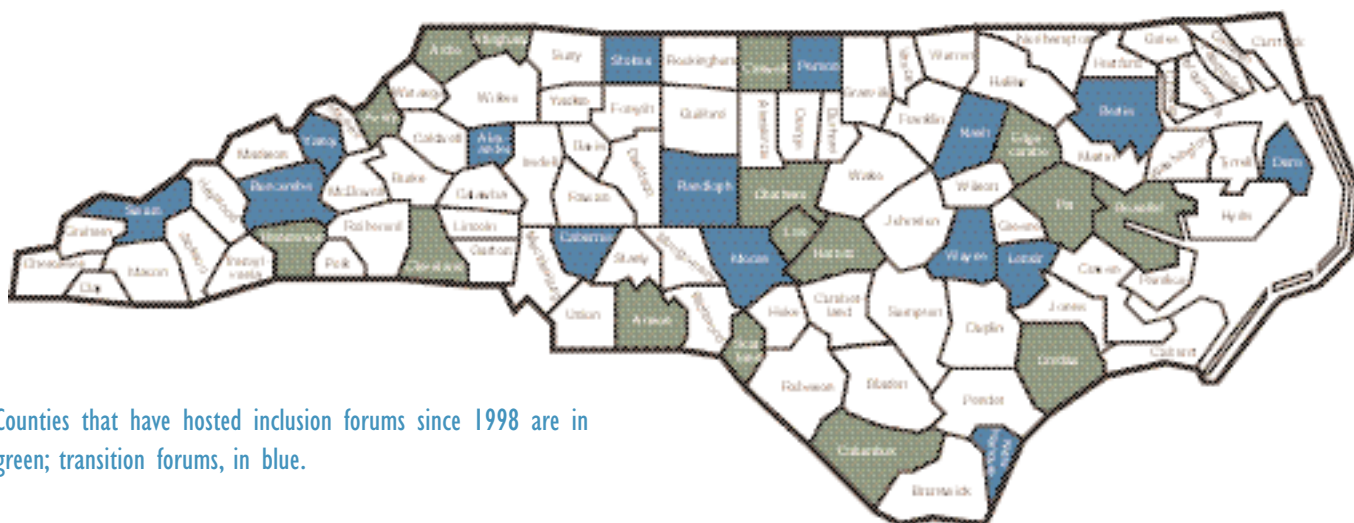
A community forum is simply a community meeting. It is typically a three- or four-hour public event at which families, professionals and other community members come together to share their experiences and perceptions about services available to support children with special needs and their families. It is a time for community members to begin to envision together the future of early childhood services in their area.

A forum highlights existing inclusive opportunities for young children with special needs and their families and explores how to create smooth transitions for them between programs and services. Forums provide training credit, door prizes, food, on-site child care, and special accommodations, such as interpreting services, translation of print materials,

and sometimes transportation, to attract a variety of individuals from families, businesses, churches, and agencies.

Community forums are sponsored and funded jointly by Partnerships for Inclusion, the local Interagency Coordinating Council, and other community agencies. Because communities have their own unique cultures, the role of Partnerships for Inclusion is to identify forum organizers who can work together to ensure that the forum responds to the interests and concerns of community members. Local organizers make all critical decisions, including the type of meal to serve—the cornerstone of the event. The forum planning process is an empowering one and many communities continue to host future forums and conduct follow-up activities to address challenges identified from their initial forum.

The voices of families are critical in planning and to the success of the forum. Communities hold focus groups to gather families' perceptions about inclusive



Counties that have hosted inclusion forums since 1998 are in green; transition forums, in blue.

opportunities, services, and community supports during their children's transitions. Families' voices are also shared the day of the event through a keynote address or as part of a parent panel.

The forum planning process is intensive and typically results in several positive outcomes.

- **Valuing families as partners.** During the forum planning process and on the day of the forum individuals begin to see the importance of working with families to develop strategies for addressing challenges, and to ensure that community supports are responsive to the goals for their children and their families.
- **Strengthening relationships among community agencies.** Community agencies develop greater trust, knowledge, and respect for other agencies' roles in the lives of young children and families. This often leads to enhanced collaboration both with each other and with families to implement more coordinated local services.

- **Connecting families.** Families have the opportunity to meet other family members and realize that they are not alone. Families realize that their hopes and dreams are the same, regardless of their children's abilities.

- **Increasing knowledge of resources.** Families, professionals, agencies, and other community members gain greater awareness of community resources available to support children and families and each other.

- **Bringing children together.** On the day of the forum families have the realization of one of their greatest hopes for their children: the chance to play and get along with others. Children with and without special needs play together.

- **Connecting the community.** On the day of the forum participants feel connected to something bigger. It is this connection that helps to shape one of the greatest realizations of hosting a forum: Members of a community need each other!

Community forums are viewed as a springboard for planning by community members. A forum is just the beginning of the continued work that the community will to do together to expand inclusive options, to strengthen supports during transitions, and to build on the voices for change beyond the day of the forum.

PFI has a new video about forums. Look for information about it in the article in the sidebar box on page 23. If your community is interested in additional information about conducting a community forum on inclusion or transition, please contact your regional PFI inclusion specialist. **ATN!**

PFI Inclusion Specialists

Central

Brenda Dennis, 919. 962.7359 or
Rhodus Riggins, Jr, 919. 966.8915

Eastern

Sandy Steele, 252.328.2940

Western

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Encouraging Gardeners at **Farmer's**



**by Molly
Weston**

Molly is editor of ATN! She lives with her husband and Old English Sheepdog in Apex and works from PFI's Carrboro office.

Lots of the projects children do at preschool cover refrigerator doors. Lots of the Farmer Preschool projects land inside them. Marie Farmer, owner and operator of the five-star inclusive family child care home in Richlands, loves gardening and instills that love in the children in her care. Her philosophy is simple: "I like to garden and parents of most children who are in care haven't time to add this activity to their lives. Herbs, vegetables, flowers—these all flourish here. If we send five new gardeners out at the time, this is good for America!"

Building a relationship with nature, through gardening and watching birds, animals and fish is an important part of the curriculum here. Bird feeders, fish pools, squirrel feeders, and butterfly bushes attract conversation and questions among children just as surely as the critters they target.

Under Marie's careful tutelage, children plant and care for herbs, beans, squash, tomatoes, beets, and other vegetables. Then they harvest and use them in their meals. Much that isn't used at the program goes home with the children. "We spend part of every morning preparing our

lunch. All the children help." The children were eager to share their culinary favorites. Morgan likes to make pizzas—with pepperoni. Madison prefers putting sprinkles on ice cream. Adam enjoys scooping cupcakes into muffin pans. And everybody likes making soup!

Physical facilities

The classroom for the program is the Farmer's converted garage. Three spacious rooms feature developmentally appropriate activity centers, and clearly labeled shelves and bins hold enough supplies for a far larger program. One outside door leads to a playground with an adjoining paved area for riding toys. The front door leads to the family's backyard—and the children's farm. Marie leaves nothing to chance when indoctrinating her gardeners. They have bordered beds to keep topsoil in place and well-screened ornamental pools which entice children with fragrant water lilies and lazy koi. Plenty of miniature tools are available for proper cultivation techniques and children's artwork serves as garden markers. Gracious old trees provide shade for benches where the pint-sized gardeners can take a break and talk about their collective projects.



Working together on a gardening project helps two guys get to know each other.

Feeling that a family child care program should provide a home-like environment, Marie gives the children free range in her house. “I’ve never had anything broken in 16 years,” she said. “It’s just a matter of defining things as ‘lookies’ or ‘touchies.’ The children quickly learn what’s what. We have tea parties in my dining room.” Fragile demitasse cups and saucers make great tea sets. Learning good manners and to treat things with care are important. “Anything we would do with our own kids, we do here with eight! Lots of it depends on the particular group of children at the time.”

Children of the military

Because Richlands is so near Jacksonville’s Camp Lejeune Marine Corps base, about half of the children are from military families. In keeping with the whole country, signs of patriotism were prominent at the Farmer home in early July. “We decorated a little bit extra for the Fourth of July to show our patriotism. We tend to decorate a lot for every season though.” Marie laughed. “I have bean bags for each holiday. The children love hiding them all over the school and finding them. I made them out of holiday material and let the children stuff in the beans.”

Child care programs in military areas often face different issues than some others. “When parents were recently deployed, it was a big deal for the children. We write letters to the parents, and I try to give the children a little more attention during the day. It helps for Uncle Danny to be a role model during this time.” (Uncle Danny is Marie’s husband, the youth director at a church, and he has a golf shop behind the classroom building, so he’s often on site. Most of the children call her “Miss Marie.”) “He tries to spend a little more time with the kids who are missing a parent, too.”

One consolation of losing children when their military families are transferred is the mail that comes later. “Families send us things from all over the world, and we use them here in our classroom,” Marie said as she pointed to a wall full of postcards and artifacts.

Near the souvenir wall Marie keeps in open view a wish list. “We often have folks who want to help us, and having the wish list clearly visible is very helpful. Not only do families give us things, but sometimes a casual visitor will see something on our wish list and offer it to us.” Clearly when

operating a child care facility, it’s good to be opportunistic.

Good rules, good program

Marie is an AGS (American Guidance Service) certified evaluator and she uses this program to screen children’s skills in cognitive, language, motor, self-help, social, articulation, and health areas. She likes this measure because it is useful for identifying children who are at risk for later learning problems and for identifying potentially gifted children. The screening serves as a tool in goal planning for each child, not as a device for eliminating children from the program.

Before enrolling a child, Marie holds a meeting with the family to familiarize the child with the new environment. The paperwork is handled in another meeting for the parents alone. “I don’t want children to get the the impression that they’ll have to do a lot of waiting when they come to preschool!”

Having rules is important to the success of the program. Marie generally has no help (on the day we visited, the local CCR&R sent people to cover Marie’s being with us). Marie laughed at my shock, “I’ve been

When children need costumes for play, tabards stand waiting to be donned (behind child on left).



sick only three days in 16 years, and that was with surgery.” She has a strict policy not to admit sick children. “Child care is not nursing care!” Marie also closes two weeks in July, a week at Christmas and Easter, and other major holidays.

Enrollment is large and the ages are varied—from toddlers to after schoolers, but many children share spots, some coming at one time, others at another. Good charts document which children will be there at any time and Marie’s lesson plans support smooth transitions throughout the day. By keeping a workable schedule, Marie avoids the burnout experienced by so many home providers working as a staff of one.

A master gardener in the making!



Community involvement

As with other good programs across the state, Marie Farmer looks to outside sources for help. She gives credit to Smart Start grants for many of the additions to the program—a bigger playground, kitchen tables, a cassette player, art supplies, carpet, and a fine set of toy stove, refrigerator, and sink.

There are a lot of visitors to the program, partially because of Marie’s dedication to learning. Local high school and college classes visit the program, and many of the children have therapists who come for an hour twice a week. “I’ve taken a lot of classes in the different therapies, too,” Marie added, “so I can better understand and supplement



From birdbaths to lily gardens,
all water areas are well screened.

what the therapists are doing. We have play time with speech lessons. Children wear animal tabards and we act out stories.” The instant costumes hang on a clothes tree in the language arts area.

Learning doesn’t stop with the children. Marie averages between 100–200 hours of classes every year. If there’s a credential or certificate to be gained, Marie either has it or is working on it. One wall in the classroom is testament to her hard work. One spot in the middle remains empty—for now: “That space is reserved for my BA,” she explained.

It doesn’t really matter whether a class is required for child care providers. If she thinks it’s necessary, she takes it. “When I first started my program, there were no CPR and first aid requirements. I took those classes on my own—with the guys from the local rescue squad.”

Marie is a strong advocate for others in her profession. She often teaches various child care classes for her local cooperative extension service, community college, in-services for local child care facilities, and state-wide conferences. One of the recent workshops she provided is “Learning with Legos.” “It has been such a fun class for the providers, I have been asked to provide it three times already,” she reported. Of course, her “Gardening with Children” classes are always a big hit.

Holding a Worthy Wage (for child care providers) event was a dream of Marie’s. With help from Onslow County Partnerships for Children, the event enabled approximately 100 participants to sign up to be Worthy Wage advocates. Many providers in her area have adopted the idea. of making Worthy Wage Day a paid holiday off at their preschools!

Going the extra mile is common among excellent child care providers. Children in Richlands are fortunate to have so many people like Marie Farmer, who thinks nothing of a ten-mile trek!

Marie never misses a chance
to share her love of nature.



KidSpeak

One afternoon Matthew, age three, came up to me and said "Mommy, can I have a hug?" I was touched that he had asked and picked him up in a big bear hug. After a minute, I put him back down. He looked up at me with a big smile and a mischievous look on his face and said, "No, Mommy, the chocolate kind!"

Sabrina Tyndall
PFI Special Projects Coordinator



Mom gets a bear hug—Matthew gets a chocolate hug!

When Jacky was three years old, one of his favorite things to do was to sit in the porch swing with my mom. One day he broke wind while they were swinging. My mom, matter-of-factly stated, "You've just got gas."

Jacky, very indignantly replied, "Well, if I've got gas, you've got oil!"

Beulah Ryan, Director
Unionville CDC
Monroe



Seeing eye to eye!



Please join us in making this new feature of ATN! special to you. We know you hear things every day—funny things, heart warming things, things that you remember and tell to friends and family. We'd like you to share them with the readers of All Together Now! Photos tell a story too (but we'll need to get permission to reprint them).

Send your selections (200 words or fewer, please) to Molly Weston, Editor
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molly_weston@unc.edu

If your story or photo is used in ATN! you'll receive a copy of one of the books reviewed in that issue.

Topic for the next issue: **Overheard in Child Care.**

Empowering Families of Children with Special Needs

Voices for Children

Thanks to funding from the US Department of Education and the leadership of Pat Wesley and Virginia Buysse, the Parent Leadership Development Project is still going strong in North Carolina. PLD offers educational workshops to parents of young children with special needs. PLD's mission is supporting parents across the state who wish they had a stronger voice in the services their children receive, and who want to improve services for all children in their community. PLD empowers and supports families who want to contribute to the field of early intervention. Over the next two years, PLD will offer training to parents across the state to prepare them to serve in a variety of leadership roles, working collaboratively with involved professionals.

PLD is recruiting parent participants now for retreats in the fall and spring in all regions of North Carolina. While developing leadership skills, parents will learn to communicate families' needs, to advise professionals, to advocate for change, and to present information to diverse audiences. Professionals who work with families or care for young children with special needs can suggest candidates for PLD training, and professional groups are

urged to envision and share new roles for family leaders. Participants will receive compensation to cover travel and child care. The goals of PLD retreats are to help families

- ▶ Learn about the early care and intervention system
- ▶ Identify other state and local resources for young children and families
- ▶ Meet other parents and professionals in leadership roles
- ▶ Develop leadership skills such as public speaking, serving on a task force or advisory board, or acting as a mentor to another parent.

For more information, you can reach Gretchen Loftis at 919.966.0067 or at loftis@mail.fpg.unc.edu. Contact Allen Stutts at 919.843.4133 or email him at allen_stutts@unc.edu. PLD's toll-free number is 866.295.5417. You can visit us online at www.fpg.unc.edu/~pld.

by Gretchen Loftis

Gretchen is the new coordinator for the Parent Leadership Development project. She lives in Wake Forest and works in the Carrboro office.

Voices for

Change:

Community

Forums is a new PFI

video featuring strong parent voices. It highlights the purpose of a forum and provides an overview of forums in five counties that have used the event to focus on inclusion and transitions. The video illustrates the benefits of working with families of children with special needs in community planning to strengthen inclusive options and community supports during transitions.

Voices for Change is available through Partnerships for Inclusion. Call Rhodus Riggins, Jr. at 919.966.8915 for more information.

Reaching the 5 Stars

Programs awarded since last ATN! publication or not previously listed.

Asheville	Alicia's Child Care Home	Charlotte	Positive Beginnings	Greenville	Nana's Place	Raeford	Children's Developmental Center
Asheville	Laurel Elementary HS	Charlotte	Superlative Child Care	Hallsboro	Sandy's Day Care Home	Raleigh	A Safe Place
Asheville	Pisgah View HS	Clarkton	Busy B's In-Home Child Care	Hatteras	The Friendship Bridge	Raleigh	Raleigh Nursery School
Bayboro	Miller's Day Care Home	Coats	Precious Ones Learning Center	Havelock	Little Tykes Child Care Home	Roanoke Rapids	Beary Heavenly Home Child Care
Black Mountain	East Buncombe Pre-School			Hays	Tiny Treasures Day Care Home		
Boone	Lucy Brock CDC I	Deep Run	Happy Faces Day Care Home	Henderson	Rosie's Kids Home Day Care	Rocky Mount	Ginger & Spice Day Care Home
Boone	New River CDC	Durham	Erwin Road Children's School	Hertford	Mrs. Patricia's Day Care		
Bryson City	Bright Adventures Pre-K	Durham	Great Horizons Family Day Care, Inc.	High Point	Vern's Play & Learn Preschool	Rocky Mount	Pinetops HS
Chapel Hill	A Toddler's Place					Rocky Mount	Star Brite Day Care Home
Chapel Hill	Carrboro School Age Care Program	Durham	Robin's Nest Child Care	Hope Mills	Discovery Home Day Care	Sanford	Childcare Network #102B
Chapel Hill	Glenwood Elementary School-Age Care Program	Durham	Sugar 'n Spice Day Care Home	Hubert	Little Tikes University	Sanford	Stepping Stones Learning Center
Chapel Hill	Mundo Pequeno Preschool	Elizabeth City	Buck Home Day Care	Indian Trail	Fortson Preschool & Child Care		
Chapel Hill	Scroggs School Age Care Program	Elizabeth City	Touch by an Angel	Jacksonville	Over the Rainbow	Shelby	Lil' Busy Bees Day Care
Chapel Hill	Seawell School-Age Care Program	Elizabeth City	Whidbee's Home Daycare	Lillington	Precious Ones	Sunbury	Tanya's Loving with Learning Care Center
		Erwin	The Lighthouse Nursery	Matthews	Building Blocks Learning World		
Charlotte	Beverly Woods ASEP	Fayetteville	The Lord's Day Care Home II	Matthews	Precious Blessings Day Care Home	Wadesboro	Our Daily Bread Christian Day Care
Charlotte	Blythe Elementary ASEP	Garner	Elaine's Home Care			Waynesville	First United Methodist Church Kindergarten & Day Care
Charlotte	Crown Point ASEP	Gastonia	Wanda's Little Treasures	Mebane	FACB CDC		
Charlotte	Landsdowne ASEP	Greensboro	Harmony House Preschool	New Bern	Anderson Child Care	Wilmington	Brighter Day Daycare
Charlotte	McKee Road ASEP	Greensboro	NC A&T State Child Development Lab	New Bern	Missy's Child Care Home	Wilmington	Creative Angels Child Care
Charlotte	Myers Park Traditional ASEP			Poplar Branch	Footprints Family Child Care & Preschool	Wilmington	Ms. Susan's Child Care
Charlotte	Olde Providence ASEP	Greenville	Kids-R-Us Day Care Home				
Charlotte	Piney Grove Elementary ASEP						

Addressee: Please share *ATN!* with your colleagues.

